

PHL240: Healthcare Ethics



WHAT THIS COURSE IS ABOUT

According to the American Medical Association (AMA) healthcare professionals shall be “dedicated to providing competent medical care, with compassion and respect for human dignity and rights.”

This means healthcare professionals must know how to balance various benefits and harms, incorporate patient values into decision-making, and how to work through conflicts when they arise. To that end, this course will build through 5 major learning modules.

Course Modules:

- (1) Promoting Patient Health
- (2) Patient Decision-Making
- (3) Informed Consent and Truth-Telling
- (4) Public Health and Utilizing Scarce Resources
- (5) Healthcare at the End of Life

BASIC INFO

Instructor Info

Prof. Tatiana Gracyk
Rhodes Tower 1342
t.gracyk@csuohio.edu

Meeting with Students

Schedule an appointment to meet with me outside of class

Classroom Info

Berkman Hall 0407
Tues & Thurs
Section 3 – 2:00-3:15 pm
Section 51 – 4:30-5:45 pm

Course Materials

Required Text: *Case Studies in Biomedical Ethics* (2nd Ed.) by Veatch, Haddad, & English
*ISBN: 9780199946563

Blackboard: Module Reading Guides, PDF readings, and Cases are organized in folders based on module #

WHAT WE'LL LEARN

Course Learning Outcomes

- 1) Recognize and analyze ethical tensions that arise in healthcare
- 2) Identify and describe the bioethical principles and related concepts
- 3) Apply the bioethical principlist framework to assess complex cases
- 4) Discuss controversial ethical issues in a diverse team setting
- 5) Discuss & defend judgements stemming from a variety perspectives



MEASURING SUCCESS

Final grades are a function of demonstrating mastery across all learning outcomes

	Exam Average	RAP Average	Team Contribution
A	90	22	90
A-	90	20	90
B+	80	22	90
B	80	20	80
B-	80	18	80
C+	70	20	80
C	70	18	70
D	60	18	60

IMPORTANT DATES

Date	Readings should be completed prior to class meetings	Assignments
Jan. 16 th	Syllabus Documents	
Jan. 21 st	Module 1 Readings	Readiness Assurance Process 1
Feb. 4 th	Module 2 Readings	Readiness Assurance Process 2
Feb. 6 th		Peer Assessment 1 Closes
Feb. 18 th		Exam 1
Feb. 25 th	Module 3 Readings	Readiness Assurance Process 3
March 5 th		Peer Assessment 2 Closes
March 17 th	Module 4 Readings	Readiness Assurance Process 4
March 31 st		Exam 2
April 7 th	Module 5 Readings	Readiness Assurance Process 5
April 23 rd		Peer Assessment 3 Closes
April 28 th		Exam 3
April 30 th		Last Day of Class

***Consult Blackboard Syllabus Documents for complete course schedule and other information**

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Date	Readings should be completed prior to class meetings	Assignments
Jan. 16 th	Syllabus Documents	Practice RAP
Jan. 21 st	Module 1 Readings	Readiness Assurance Process 1
Jan. 23 rd	Case 1.2	
Jan. 28 th	Case 1.3	
Jan. 30 th	Case 1.4	
Feb. 4 th	Module 2 Readings	Readiness Assurance Process 2
Feb. 6 th	Case 2.2	Peer Assessment 1 Closes
Feb. 11 th	Case 2.3	
Feb. 13 th	Case 2.4	
Feb. 18 th		Exam 1
Feb. 20 th	Code of Ethics for Nurses	Post-Exam Reflection
Feb. 25 th	Module 3 Readings & Case 3.1	Readiness Assurance Process 3
Feb. 27 th	Case 3.2	
March 3 rd	Case 3.3	
March 5 th	Case 3.4	Peer Assessment 2 Closes
March 17 th	Module 4 Readings & Case 4.1	Readiness Assurance Process 4
March 19 th	Case 4.2	
March 24 th	Case 4.3	
March 26 th	Case 4.4	
March 31 st		Exam 2
April 2 nd		Post-Exam Reflection
April 7 th	Module 5 Readings	Readiness Assurance Process 5
April 9 th	Case 5.2	
April 14 th	Case 5.3	
April 16 th	Case 5.4	
April 21 st	Case 5.5	
April 23 rd	Case 5.6	Peer Assessment 3 Closes
April 28 th		Exam 3



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ASSIGNMENT INFORMATION

This course is designed around five major learning modules. Each module will follow the Team-Based Learning Sequence.

Course Learning Outcomes:

- 1) Recognize and analyze ethical tensions that arise in healthcare
- 2) Identify and describe the bioethical principles and related concepts
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- 4) Discuss controversial ethical issues in a diverse team setting
- 5) Discuss & defend judgements stemming from a variety perspectives

Preparation: (Course Learning Outcome 1)

Each module has a unique Blackboard folder containing a Module Reading Guide, PDF readings, and application activity Cases. Prior to the start of each module, you are expected to complete the assigned textbook and PDF readings listed on the relevant Module Reading Guide. The Module Reading Guide will also help to focus your note-taking as you read. Each Case corresponds to an application activity and should be read prior to that day's activity. For example, you should read Case 1.3 for the third day of module 1 (Case 1.3 = Module 1, Day 3)

Readiness Assurance Process (RAP): (Course Learning Outcome 2)

The first class period of each new module will begin with the Readiness Assurance Process (RAP). This involves a 10-question multiple choice Readiness Assessment Test (RAT) that is worth up to 30 points and is taken twice: first as an individual (iRAT) and then again as a team (tRAT). A missed iRAT cannot be made up, but all members of the team will receive the same tRAT grade. The average of six items (each of your 5 iRATs plus your team's tRAT average) will determine your **RAP Average**.

Exams: (Course Learning Outcome 3)

Exams will be multiple-choice, testing you on your knowledge of key concepts and asking you to apply those concepts to short cases. Exams will be taken & scored individually. A missed exam cannot be made up.

Peer Assessment: (Course Learning Outcomes 4 & 5)

Effective teams require accountable members. You will be asked to provide peer feedback through an online system (TEAMMATES) to facilitate member accountability and reward excellent teamwork. For each assessment, you will rate your teammates on a variety of important dimensions of teamwork as well as provide an overall rating out of 5. The first peer assessment will be ungraded (the ratings will not affect your teammates grades) but the second and third will be worth a maximum of 5 points each (10 points total). If you do not complete a peer assessment (including the first), you will be penalized 1 point for each one not completed.

Application Activities: (Course Learning Outcomes 1-5)

The majority of each module will be devoted to in-class team activities. These activities will focus on applying course concepts to develop your reasoning skills and will further familiarize you with the course content. Teams will be tasked with applying course material to novel cases and explaining their reasoning. All members of the team will receive the same application activity grade, and this score will be multiplied by your Peer Assessment score to determine your overall **Team Contribution**.



GRADING SYSTEM

Final grades are a function of demonstrating mastery across all learning outcomes

You will be graded based on the level of mastery you display in three major skill areas;

RAP Average

- Identifying course concepts & ethical tensions (Course Learning Outcomes 1 & 2)

Exam Average

- Applying course concepts to analyze novel cases (Course Learning Outcome 3)

Team Contribution

- Utilizing course concepts while engaging in team discussions (Course Learning Outcomes 4 & 5)

While certain assignments will be point-based, your grade will NOT be determined by the total/percentage of points earned over the semester.

To earn a specific grade you must meet all the minimum requirements, as shown in the table below:

	Exam Average	RAP Average	Team Contribution
A	90	22	90
A-	90	20	90
B+	80	22	90
B	80	20	80
B-	80	18	80
C+	70	20	80
C	70	18	70
D	60	18	60

Exam Average: The average of all 3 exams

RAP Average: The average of 6 things, all 5 iRATs plus your team's tRAT average

Team Contribution: The average of your team Application Activities multiplied by your individual Peer Assessment score



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COURSE POLICIES

Textbook on Reserve

There are two copies of our textbook on reserve in the library. These can be viewed in the library but cannot be checked out. To access a copy, go to the main library counter and ask for the “Philosophy 240” textbook.

Grading Reporting and Disputes

Results of individual assignments will be posted to Blackboard. Students are responsible for verifying these grades and reporting any discrepancies to the instructor as soon as they are noticed. You are also strongly encouraged to retain all graded work in case of a grade discrepancy. Overall course grades will not be directly available on Blackboard, given the competency-based grading system, but it can always be determined with the information provided on Blackboard and the scheme provide above. Feel free to ask if you are ever unsure.

Withdrawals

The last day to withdraw from class is Nov 1st. Withdrawing from the course may put you in violation of the federally mandated standards for academic progress (SAP) that you must maintain to be eligible for financial aid.

Scholastic Dishonesty

Cheating and/or plagiarism will not be tolerated. ‘Cheating’ on assignments – such as copying another student’s iRAT or allowing another student to copy yours – will result in a 0 for that assignment. ‘Plagiarism’ such as copying material from another student or other outside source, will result in a course grade of F. Any scholastic dishonesty may be reported for further action. Students should be familiar with the official CSU Code of Student Conduct.

Accommodations

I aim to ensure equal educational opportunities for all students regardless of disability, sex, religion, etc. Any student who needs accommodation based on disability should contact the Office of Disability Services at (216) 687-2015. For any other accommodations please contact me. Moreover, given the unique nature of this course it may be necessary to find creative or alternative ways of meeting disability accommodations. So please do not hesitate to discuss any concerns with me. No accommodation will be granted retroactively.



COURSE OUTCOMES & SKILL AREAS

Course Learning Outcomes

- 1) Recognize and analyze ethical tensions that arise in healthcare
- 2) Identify and describe the bioethical principles and related concepts
- 3) Apply the bioethical principlist framework to assess complex cases
- 4) Discuss/defend judgements stemming from a variety of value sets and perspectives
- 5) Discuss controversial ethical issues while working in a diverse team setting

Arts and Humanities Criteria

1. Courses must be offered at the 100/200 level in an arts and humanities discipline including but not limited to English, History, Philosophy, Art History, Music History, Religious Studies, or Modern Languages. Courses offered in other disciplines may be approved if they meet the other conditions indicated below.
2. Courses must provide students with background knowledge and analytical skills that will allow them to:
 - Demonstrate understanding of how human beings interpret, translate, and represent diverse experiences of the world through language, literature, the historical record, philosophical systems, images, sounds, and performances.
 - Apply that understanding to the study of the human condition, cultural heritage, cultural artifacts, creativity, and history.

This course will focus on two skill areas: Group Work & Critical Thinking

Skill Area: Group Work

To qualify in the skill area of group work a course must:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of group work.
2. Provide deliberate instruction in the skills (e.g. team building, work distribution, planning, etc) associated with group work.
3. Be structured in such a way that students are evaluated based both on their overall group work and their individual contribution to the group.

Skill Area: Critical Thinking

To qualify in the skill area of critical thinking a course must:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. Require students to attain skills beyond lower-level knowledge, thereby requiring:
 - a. higher-order thinking (analysis, synthesis, evaluation); OR
 - b. skills that involve the use of content knowledge (e.g. finding information to solve a problem); OR
 - c. the recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).